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ABSTRACT

In the spirit of the Texas Hill Country Writing Project and in response to the requirements of the Texas Assessment of Basic Skills, this guide presents writing assignments reflecting a commitment to a unified writing program for kindergarten through grade twelve. The framework for the assignments is adopted from the discourse theory of James Kinneavy--a theory that considers the aims, the modes, the media, and the arts of discourse. The guide includes persuasive/descriptive assignments for kindergarten through grade five, persuasive/classificatory assignments for grades six through eight, and persuasive/evaluative assignments for grades nine through twelve. For each of the grade levels, the guide offers a general description of the assignments, relevant theory, procedures, evaluation, and possible follow-ups/spinoffs/grade level considerations. (HOD)

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PERSUASIVE WRITING

A CURRICULUM DESIGN: K - 12

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The Texas Hill Country Writing Project - 1982

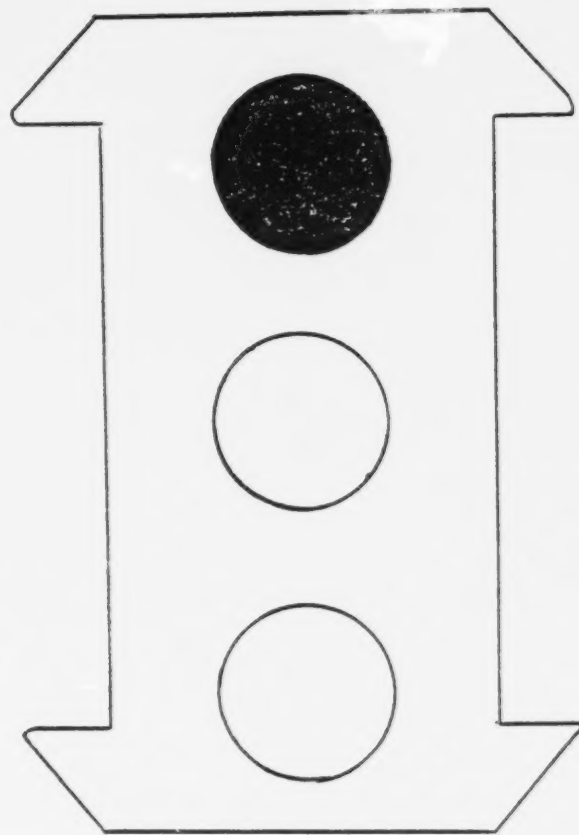
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S T O P !



PREFACE

When conscientious English/Language Arts teachers begin to plan new units in writing, they are faced with a variety of considerations and pressures. Many blame pre-service training for their inability to construct lessons that adequately address the demands of both the process and product of writing. Others cite pressures brought on by sheer numbers of students, the popular claims of back-to-basics groups, the dearth of effective methodologies, and the requirements of state or local competency exams. Their spirits are often willing; their avenues for action seem but a paltry few.

When the Texas Hill Country Writing Project first decided to design a writing curriculum, we found ourselves especially limited by the brevity

of our workshop, and by a sense among teachers that their teaching was being shaped by the requirements of the state TABS test (Texas Assessment of Basic Skills). Any curriculum design would have to respond, in some way, to both of these factors.

We also felt that, in the spirit of the Writing Project, our design should reflect a commitment to a unified writing program that spans grades K-12.

In one sense, we are the fortunate recipients of a timely stroke of luck. As a basis for both the TABS writing sample and the state-wide Language Arts curriculum framework, the Texas Education Agency (TEA) adopted the discourse theory of Dr. James Kinneavy (Professor of English, The University of Texas - Austin).

Kinneavy, in A Theory of Discourse, Aims and Audiences in Writing and Writing--Basic Modes of Organization, attempts to construct a comprehensive model that includes all types of human discourse. Within this model, he mainly considers the aims (why we write), the modes (what we write), the media (audience), and the arts of discourse (whether speaking, writing, listening, or reading). For our purposes here, the key points are the aims and modes.

Aims

The aims grow out of an analysis of the basic communication triangle. Every piece of discourse has a communicative intent, some audience is assumed. The audience addressed can range from the private self to the mass crowd. Any communicative event, then, involves a speaker (encoder) sending a message (signal) about something (reality) to someone else (decoder). In graphic form we have:

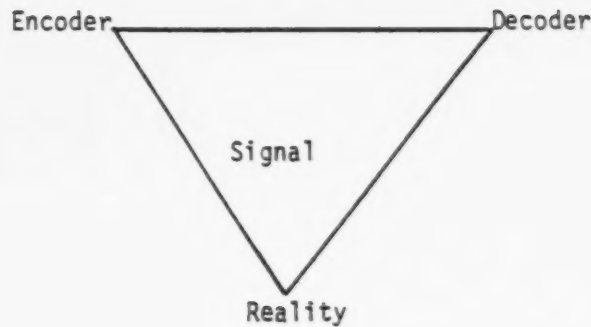


FIGURE I

Often in communicative situations, one element of the triangle is emphasized. For example, picture the child or poet playing with language sounds (emphasizing the signal), or the teenager who says, "Listen to what I say, not how I say it" (emphasizing reality). Or visualize the journal writer who uses writing as a personal, daily outlet for feelings and emotions (emphasizing the encoder), or the ad writer who makes million dollar decisions on the basis of whether a single preposition ("like") conveys the right sense to a decoder.

These instances or attitudes exemplify, albeit crudely, the four aims of discourse, each one of which stresses a single part of the communication triangle. When one is stressed, the other three are always present, but in minor, maybe even subservient, roles.

In Informative discourse, the emphasis is on content. The purpose is either to present information, explore questions, or analyze and classify data. Much of what would be called expository writing is of this type.

The Literary aim focuses on the signal as a work of art, selecting, structuring, and polishing in order to create an aesthetic reaction to the language itself. Most English majors have written numerous papers in

which they reacted to the structure inherent in the language of a story, poem, play, or novel.

Expressive discourse, that aim which is psychologically prior to the other aims, attempts to clarify the feelings and thoughts of the sender. Many see expressive discourse as first draft or pre-writing material. However, expressive writing can be just as structured as informative or literary writing.

Lastly, the Persuasive aim concentrates on the decoder's reaction to language. Persuasion tries to change or influence an audience by selecting arguments, words, or grammatical structures whose sole purpose is to gain the assent of the listeners. Persuasive discourse is as ancient as Plato and Aristotle, but as recent as the last billboard, commercial, or poster you saw today.

Each of these aims combine with one or more of Kinneavy's modes to characterize the why and what in a piece of discourse. Aim tells why a work is composed; mode tells what--which aspect of the subject--will be considered in the discourse.

Modes

When writers study aspects of subjects, they do so from two basic angles. They see their subject as either in motion or at rest. Their viewpoint is either dynamic or static. For instance, suppose I had to write about the presidency of Ronald Reagan. From a static point of view I could discuss the nature of his presidency, its organization, its basic policies, and its major faults; or I could compare it with other recent presidencies, trying to place it in a certain philosophical, political, or historical category. Viewed dynamically, I could document

Reagan's campaign and what actions he has taken so far, or I could evaluate the performance of his administration based on some pre-stated goal or criteria. In order of illustration, then, Kinneavy's four modes of discourse are description, classification, narration, and evaluation (See Figure II).

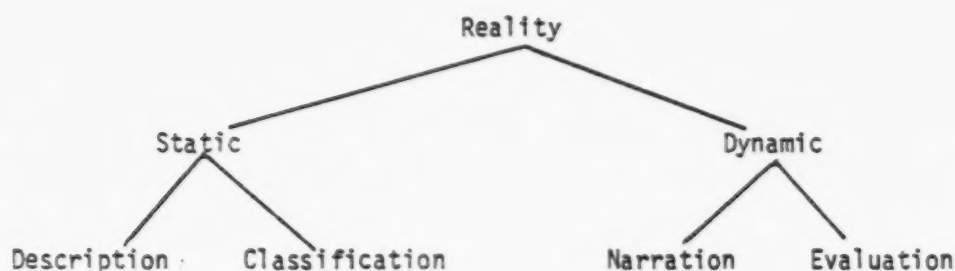


Figure II

Description identifies an object or idea by detailing its individual characteristics, what sets it apart from other similar objects or ideas.

Classification concentrates on group characteristics, on placing an isolated instance among similar ideas or objects. Here writers define and categorize.

Narration entails a succession of cause-effect relationships that, when strung together, relate a process or a plot. A write-up of the progressive events in a scientific experiment is just as narrative

as the plot line from the latest best-selling novel.

Lastly, Evaluation takes any process and decides whether its results fit some pre-determined criteria of acceptability. The criteria used can be either subjective or objective as long as it is clearly stated or can be clearly assumed.

Aims and Modes

In any piece of writing, the writer intends and the reader can identify a mixture of these aims and modes. There can be one and only one dominant aim or mode, or there can be one dominant and two, three, four, or more subordinate aims and modes. However, according to Kinneavy, these eight alone or in combination can be used to describe and classify all discourse.

In an attempt to show how these aims and modes can mix, I constructed the following matrix for one aim and one mode (See Figure III on the next page). The examples of discourse mentioned are dominated either by the aim or mode under which they appear. (However, others, beyond the two shown, may play a role in any of these selections.)

With so many possible combinations, and in order to present, in such a short time, a unified design across all grade levels, one aim or mode had to be chosen by project participants as the focus for study. For this particular curriculum, we have chosen the persuasive aim as the thread common to each of the lessons. The modes, media, and arts vary for each assignment, although writing is the major art emphasized.

A MATRIX OF AIMS AND MODES

MODES

AIMS

Expressive

Persuasive

Informative

Literary

Description	Classification	Narration	Evaluation
Jan Morris "Foat Wuth, The Eter-City" <u>Texas Monthly</u> (June 1982)	Hector St. John de Crèvecoeur "What Is an American" (from <u>Letters from an American Farmer</u>) ¹	Henry David Thoreau <u>Walden</u>	William Faulkner "Nobel Acceptance Speech"
The articles in the "Homes" section of a big city newspaper's Sunday edition	The Ads on pages 4-72 from <u>Popular Writing in America</u> ²	James Thurber "The Last Flower"	Stephen Harrigan "Life Behind Bars" <u>Texas Monthly</u> (February 1981)
Sarah Pileggi "Seattle: City Life at Its Best" <u>Sports Illustrated</u> (July 19, 1982)	Lester Faigley, et al. <u>Writing After College: A Stratified Survey of the Writing of College Trained People</u> ³	Stephane Groueff <u>The Manhattan Project</u>	James Fenimore Cooper "Advantages of a Democracy" and "On the Disadvantages of a Democracy"
Passages from James Fenimore Cooper's <u>The Deerslayer</u>	Joyce Carol Oates "The Translation"	Ernest Hemingway <u>In Our Time</u>	Willa Cather "The Sculptor's Funeral"

¹ Most literary selections were taken from: The United States in Literature: "The Glass Menagerie" edition.
Ed. by James E. Miller, Jr., Robert Hayden, Robert O'Neal. Glenview, IL: Scott, Foresman, and Co., 1976.

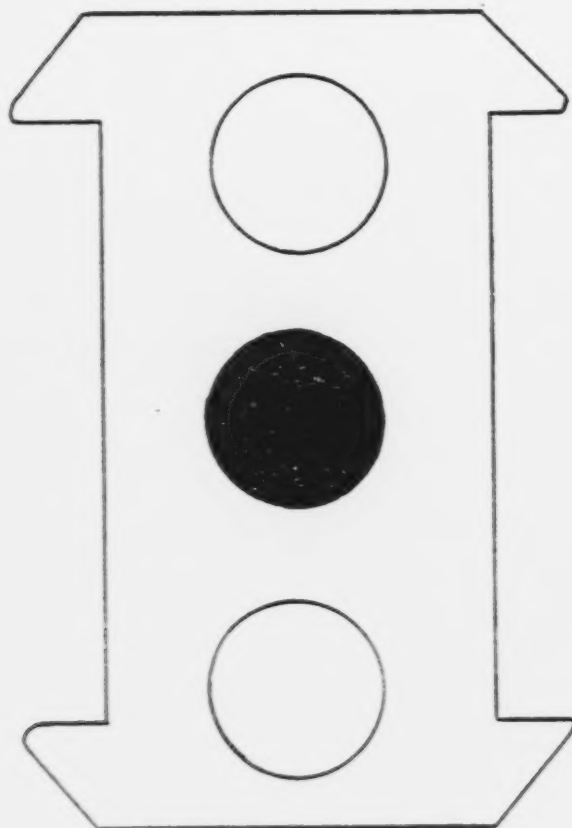
² Ed. by Donald McQuade and Robert Atwan. New York: Oxford University Press, 1974.

³ Technical Report #1, Writing Program Assessment Project, The University of Texas - Austin, 1981.

Two final cautions remain. These assignments cannot be seen as an exhaustive study of the persuasive aim for all grade levels. Neither can they be used by teachers without considering the unique characteristics of their classes and students. Some adaptations will be necessary. The "Relevant Theory" sections of each lesson plan should enable interested teachers to make those adaptations without eliminating a key area of the assignment. Secondly, any writing assignment presented by the Texas Hill Country Writing Project assumes that attention is being given by the classroom teacher to prewriting, multiple drafting, and individual or group revision, feedback, and evaluation--whether these activities are explicitly included in the published assignments or not. Writing can never be seen as a one-step, one-shot expression of students' thoughts, feelings, or ideas. Before we evaluate students, we should at least give them the chance to say what they mean to say in the best way possible.

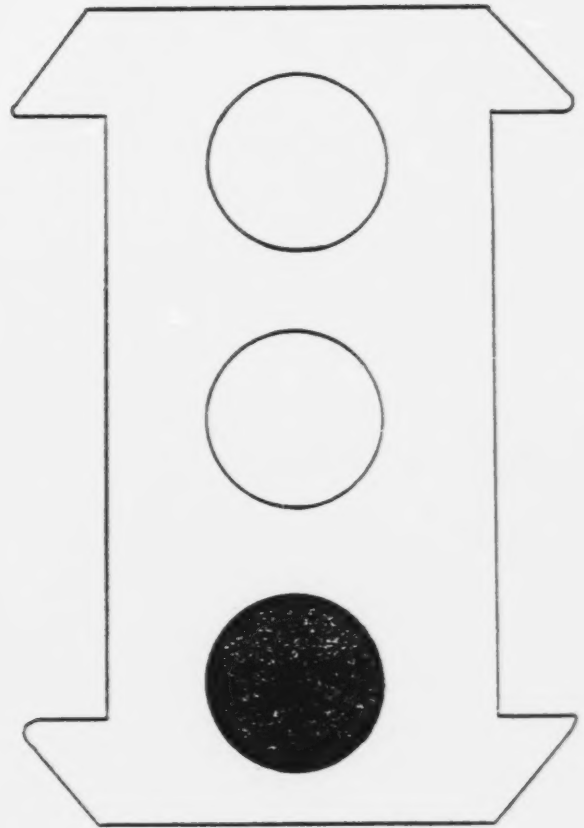
Paul Ranieri
Research Associate
Texas Hill Country Writing Project
Austin, Texas, 1982

CAUTION!



The following curriculum design is intended as an overview for applying TEA composition guidelines (specifically the persuasive aim) for grades K through 12. The lesson plans included in this design should not be seen as a comprehensive study of the persuasive aim, nor should they be used without a thoughtful consideration of a teacher's or class' specific needs.

G O !



Persuasive Writing:

A CURRICULUM DESIGN: K-12

Curriculum Project

Grades K - 2

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I. General Description

This lesson is designed for students in grades K - 2. There are adaptations appropriate for each grade level. The students' purpose or aim is to write persuasively, using description as their mode. Students will write for their peers as an audience. The task that the children are to accomplish is to recognize and describe appealing verbal cues, and then persuade peers to choose a menu based on those cues. Materials needed are: paper, pencil, crayons or paints, dull and enticing menus, and a school lunch menu.

II. Relevant Theory

The curriculum design for kindergarten through second grade is intended to introduce the children to the concept of persuasion and give them practice in identifying and using persuasive language. The specific guidelines upon which this design is based are T.E.A. guidelines numbers 5 and 6, in English Language Arts Curriculum Framework K-12 published by the Texas Education Agency in 1980 (p. 28). Number 5 concerns the employment of the purposes of discourse, while number 6 concerns the use of the forms of discourse. For our design, we have taken from these guidelines the specific purpose of persuasion and the specific form of description.

In considering the persuasive aim, Dr. James Kinneavy, in a lecture for the 1982 Texas Hill Country Writing Project, pointed out that, due to the large amount of persuasive media that assaults us daily, there is a definite need for the teaching of it. In his study (1971) he states that "of all the uses of language, persuasion may be the most frequent." Yet it "is usually disregarded in high schools and

especially college courses in English" (Kinneavy, 1971). We propose that this is true in the lower grades as well.

Persuasive writing is distinguished from the other aims of discourse by its focus on the decoder or reader (Kinneavy, 1971). Three techniques may be used to persuade. They are personal appeals, logical appeals, and emotional appeals.

The personal appeal is based on the believability of the writer. The reader must be convinced that the writer can be trusted and is knowledgeable in the field being discussed. The language of this appeal should be straight-forward.

The logical appeal is best illustrated by enthymemes, proverbs, and slogans. While appearing to be logical deductions, these appeals are actually half-truths that could easily be disproved with closer inspection.

Emotional appeals rely on the wants and fears of human beings. Persuasive writers using this ploy realize that most people are afraid of being rejected, disliked, lonely, and so forth.

Although young children are not capable of using these types of extended arguments in their writing, the teachers should be familiar with them so that, in oral discussions, the students can be led to develop these concepts for use in later years.

The mode chosen for this curriculum design is description, which deals with the individual, identifying characteristics of an object, person, idea, or event. While the logic, structure, and style of description can all be considerations in a writing session, this design is concerned only with style.

Features of the descriptive style are:

1. Use of concrete rather than abstract terms. Devices such as the

simile, metaphor, hyperbole, synecdoche, and allusion help translate the unknown into the known for the reader.

2. Abundant use of adjectives and adverbs. The adjective can pinpoint the object, person, place, or event out of an array of similar examples. The adverb often establishes the structural relations among the components of the object being described.

3. Determiners such as the, this, that, those, etc., are obviously appropriate to the identifying nature of descriptive language.

4. There is also a heavy use of charts, maps, pictures, graphic models, etc., to further clarify the object.

Obviously persuasive logic can be enhanced by use of these descriptive techniques.

The activities described in the remainder of this design (i.e., pre-writing, first draft and revisions, editing, and the final draft) follow established theory on the writing process (see Britton, 1975; Emig, 1971; Loban, 1976). This process is an organic unity which should be approached with adequate time allowed for each part.

III. Procedures

A. Prewriting/Planning/Motivational activities

1. Optional: The teacher will have Shel Silverstein's poem "Sarah Cynthia Sylvia Stout Would Not Take The Garbage Out" copied on a large chart. She will read the poem aloud and then ask the class to identify all the descriptive words. The words are to be marked in some way (underlined, circled, etc.). The teacher will leave the poem on display in the classroom.

2. The teacher will provide examples of appealing and non-appealing menus and food advertisements. Sources might be:

Nonappealing

Printed school menu
Newspaper listing of
school menu
Generic canned food
labels

Appealing

Magazine food ads
Descriptive TV/radio
food jingles
Brand-name, illustrated,
canned food labels

Students are to examine the various examples, as a class. They will sort out and classify which examples are appealing and which are non-appealing. They will then identify why the examples are appealing/nonappealing (presence/absence of descriptive words or appealing illustrations).

3. Following step 2, students are to find their own examples of appealing/nonappealing food advertisements. Students might bring magazine ads, newspaper ads, or labels from canned/boxed goods. If they wish to bring radio and TV commercials, they will need to either remember the commercial, write it down, or have someone write it for them. It would be wise for the teacher to send a note home with each child explaining the assignment to parents. A sample note might be:

Dear Parents,

My class is studying persuasive advertising. Today we looked at examples of appealing and nonappealing food ads.

Tonight I have a homework assignment. I need to find appealing and nonappealing food ads. I may use magazine ads, canned/boxed food labels, and radio and TV commercials. Please help me find some examples to take to school tomorrow.

Thank you,

Student _____

Teacher _____

4. The students are to share their examples and again identify the aspects of the word/picture that make it appealing or nonappealing.

5. The teacher will show pictures of various food items (or the actual food item) and ask the class to provide the descriptive words for those foods. The teacher will record the descriptive words on a large chart as the class dictates. The words are displayed in the classroom.

6. The teacher will pick her favorite meal from the school menu and the class will rewrite the menu using descriptive words to make it more appealing. The teacher records the class' rewritten version and displays it in the classroom.

7. After rewriting the teacher's favorite menu, the teacher will give a copy of the month's school menu to each child. Each student is to select his or her favorite meal and be prepared to rewrite it in a more appealing way the next day. On the day of the assignment, the teacher will review the lists of descriptive words with the students before their writing time.

B. Instructions for Writing

The students are to rewrite their favorite meal from the school

menu. They are to make their version as appealing as possible so as to convince their friends that they would like to eat that meal. The students may use the descriptive word lists to refresh their memories. They are not to worry about spelling or grammar errors, as the teacher will make those corrections. Each description will be handed in so the teacher can make corrections and return them to the students to be copied in final form.

C. Editing/Revising/Rewriting activities

The teacher performs the editing duties. Papers will be returned to the students so they can be copied onto special paper for the final menu. (Perhaps ditto/construction paper with a special border.)

IV. Evaluation

The evaluation for the specific purpose of persuasion can be an on-going process by the teacher who checks for the "appropriate" use of the descriptive style features mentioned earlier in the section "Relevant Theory." No formal grade needs to be given, but, in order to begin to develop a feel for the audience, students should be continually questioned as to their word choices.

The students themselves will act as evaluators of the final activity (rewriting their favorite meal from the school lunch menu). They will be grouped and given instructions for the evaluating procedure. Each group will receive the lunch menus which have been rewritten by their classmates. One group will judge hamburgers, another group will judge spaghetti, etc. Then each group will vote on the most appealing menu. Later, the class may want to choose one winner from the group winners. Winning menus may be displayed in a special place such as the cafeteria, hallway, library, class bulletin board, etc.

Again, during the student group evaluation process, the teacher should monitor each group closely to make sure they are aware of the persuasion aim on which the lesson focuses. Although it is not necessary that the students use persuasion directed at audiences other than their peers, it is important they understand the need to appeal to their listeners.

V. Followups

A. Spinoffs

1. Children write a menu for a favorite snack.
2. Children invent a menu for a total day, writing down food items for breakfast, lunch, and dinner.
3. Children create a menu for a sack lunch and actually write the menu down on a paper sack. A fun activity corresponding with this would be to have the children cut illustrations from magazines that replicate their menu. They could place the pictures inside their paper sack.
4. The children could prepare a snack for the class and write "juicy" descriptive invitations. The invitations could be sent to various people in the school.
5. The children could invent their own label for a type of food.
6. The entire class could make a class magazine with each individual submitting an advertisement that he/she created. Students could come up with their own slogans for an already available food. Another variation on this activity would be to have the students cut pictures of food from a magazine, invent a persuasive slogan, and then combine both picture and slogan for the class magazine.
7. The entire class, or a small group of children, could prepare a tape describing some type of food. This could have the format of a television or radio commercial.

B. Grade Level Considerations

1. During the pre-writing activities, the kindergarten and first grade teachers will need to read the menu to the

entire class so that each student can make his or her individual selection.

2. During the actual writing assignment, the kindergarten and first grade students (unless they can write) will need to dictate their descriptions to the teacher, teacher aide, or volunteer.

3. If the first graders have dictated their descriptive menus to someone, they can rewrite a final copy based on the original dictation.

4. The kindergarten and first grade teachers may need to read each child's descriptive menu orally for peer evaluation to be effective.

Curriculum Project

Grades 3 - 5

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I. General Description

This curriculum guide is designed to provide opportunities for students grades three through five to develop ability in combining the persuasive aim and descriptive mode of writing. Each assignment includes prewriting and planning activities. In the final exercise, students will describe animals and attempt to convince adults and/or children that certain animals are of value and make worthy pets. The initial writing audience for students will be a small peer group, possibly followed by an adult audience. Materials that will be used with this project vary according to grade level.

II. Relevant Theory

This curriculum project is based on the theoretical model presented by Dr. James Kinneavy in his book, A Theory of Discourse. The specific TEA guidelines upon which the design is based are numbers five and six, of the English Language Arts Curriculum Framework (Texas Education Agency, 1980, p. 28). Goal 5 concerns the employment of the purposes (or aims) of writing; Goal 6 deals with the forms (or modes) of discourse.

Our consideration is specifically the persuasive aim. Kinneavy, in a lecture to the 1982 Texas Hill Country Writing Project pointed out that, due to the large amount of persuasive media bombarding us daily, there is great need for its teaching. The goal of the persuasive writer is to persuade--to move the reader to change his mind or to take action because of a changed mind (Polnac and Wilkerson, 1978). Three techniques that have been effective in persuasive writing are: the personal appeal, logical appeal, and emotional appeal.

The personal appeal is based on the believability of the writer. The reader must be convinced that the writer can be trusted and is knowledgeable in the field being discussed. The author can gain trust from the reader by expressing good intentions, giving evidence of good moral character (trustworthiness) or by identifying with the reader. The language is straightforward and direct.

The logical appeal suggests the use of logic; however, persuasive logic is not really logic at all. Instead, this type of logic is illustrated by enthymemes, proverbs, and slogans that are only half-truths, but which are accepted as general knowledge or as common sense by the majority of people.

The writer dealing with the third type of appeal, emotional, relies on the reader's feelings of want and fear. The author attempts to convince the reader that adopting his position will satisfy those feelings.

The descriptive mode attempts to describe precisely a person, place, or object. Difficulties occur with this mode when the writer begins to consider that not everyone sees things the same way. Therefore, good descriptions deal with the unique aspects of the object being described as well as the aspects common to all similar objects. For instance, in describing a pine tree one might point out the uniqueness of the small needle-like leaves in contrast to the green foliage on the oak tree. A common aspect of trees, however, is the tough exterior or bark.

Descriptions characteristically use concrete rather than abstract terms. In description, more than any other kinds of writing, the rule, "Always use the concrete term," makes sense. In order to make the object appear more concrete, descriptions often make use of comparisons

and other figures of speech that will translate the unknown into the known. Some of the devices used are simile, metaphor, and hyperbole.

Descriptions also make abundant use of the adjective and adverb. The adjective is one of the most effective tools of the describer. The adverb often establishes the structural relations which bind components of the object we are describing. For example, in the sentence, "The brown dog ran helplessly toward his master," the adverb helplessly describes how the dog ran.

Thus, a combination of the persuasive aim and descriptive mode helps the reader to visualize the object described. However, the author may distort the description for the purpose of persuasion, leaving things out on purpose, or choosing emotional terms which will bias the reader.

In persuasive description there could also be a heavy use of charts, maps, pictures, graphic models, etc., to further clarify the idea or object being described.

In short, writers of persuasive discourse (regardless of the mode) must not forget to establish their image as credible, sincere, knowledgeable, and they must not hesitate to appeal to the interests and emotions of their audience. They should use examples, enthymemes, and information to establish their point. Above all, they should write in the language of their audience.

III. Procedures (Grade 3)

A. Materials needed for the third grade lesson include:

1. Magazines
2. Speaker from the Natural Science Center

B. Prewriting/Planning/Motivational activities

1. Have the students find pictures of animals to make a class collage.
2. Invite a speaker from the Natural Science Center to bring live animals to the classroom.
3. Have each child pick an animal he would like to learn more about. He will read several articles or books about his animal. Each child will take notes on the important descriptive facts that he discovers about his animal.
4. Give each student a sheet of newspaper. Have him tear out the shape of his animal. Have the student list on the newspaper shape words that describe his animal. Have students mingle and guess each other's animal from the descriptive words listed.

C. Writing

1. A ten year old boy wants to buy an unusual pet. Pretend you are the animal you studied and describe yourself. Remember you want to convince him that you are his best choice. You might include what you look like, where you live, what you eat, how you could help your owner, and unusual things about yourself.

D. Editing/Revising/Rewriting

On a transparency or duplicated sheet, take the class through unedited teacher-made persuasive descriptive paragraphs. Look for problems in mechanics, story sense, sequence, and vocabulary. Also study descriptive words and effective persuasive techniques. This activity will need to be repeated several times.

Allow time for students to reread their own stories and self-edit.

In peer editing groups, have the students take turns reading stories and peer editing.

Each student should rewrite his story, making any needed corrections. This draft is then submitted to the teacher for final editing.

III. Procedures (Grade 4)

A. Materials needed for the fourth grade lesson

The following materials may be utilized in order to familiarize students with both garter snakes and box turtles: study pictures of box turtles and garter snakes, appropriate films ordered from Region XIII, books about reptiles, the AISD Turtles and Snakes science module, a bulletin board concerning the topic, or an optional trip to the Natural Science Center.

B. Prewriting/Planning/Motivational activities

Prior to beginning the actual pre-writing activity, the teacher should provide adequate information so that each child understands the task. Each child will eventually write a description of a garter snake or box turtle which is intended to persuade class members to choose his/her selection as the class pet. The initial audience for the writing activity is fourth grade class members, and the principal of the school is the final audience. This might be presented to the class in the following manner:

Example: We have been given permission to choose a pet for our classroom. We are to select either a box turtle or a garter snake. To make the decision wisely, we will learn about both animals. As we do, decide which animal you would like to have as a classroom pet. You will write about your choice later.

Each child will utilize the available materials listed to become familiar with snakes and turtles. Various activities taking place during this time may include thinking, discussing, drawing, reading, or viewing.

C. Editing/Revising/Rewriting activities

Each child's first draft will be a description of his/her chosen animal written to persuade others to agree with his/her choice. Students who have chosen the same animal will be divided into small groups. Each group will compile ideas into one written report.

Groups who have chosen the same animal will meet. Group reports will be shared, and one report will be selected to be presented to the class. This report should be the most persuasive description of the selected animal.

III. Procedures (Grade 5)

A. Materials for the fifth grade lesson include:

1. Books, stories, magazines
2. Slides of Texas animals
3. Chart of business letter form
4. Envelopes and stamps
5. List of addresses

B. Students will participate in several of the following pre-writing, planning, or motivational activities:

1. Students will read stories, books, and magazines about Texas animals and list those that might be considered for the state animal.
2. After visiting the Natural Science Center or viewing a slide show of Texas wildlife, students will divide into small groups, according to their choice of animals, and list words that appeal to the emotions, but which also could be used to describe the selected animals.
3. Students will listen to a person from the Texas Parks and Wildlife give information about various animals of Texas. Children will listen to see if the speaker uses words or phrases that might indicate a personal preference.
4. Students will research official animals of other states and how they were selected, as well as how the other symbols of Texas were chosen. What, if any, techniques of persuasion were used?
5. Students will list words that might be used to describe animals and they will discuss the connotations of each.

Then they will compare their understanding of the words' meanings with those in the dictionary.

C. Writing instructions:

1. Students will organize the information they have gathered on the animal of their choice, focusing on its unique characteristics.
2. Students will write a letter (in business form) to the Governor or a legislator. In the letter they will:
 - a. Introduce the idea of a state animal for Texas. (The class might write this introductory paragraph together.)
 - b. Present the animal of their choice descriptively.
 - c. Support their choice with persuasive words.
 - d. Conclude with a slogan or key words promoting their choice for the Texas state animal.

D. Editing/Revising/Rewriting activities include:

1. Self-editing - Each child will read over his/her own letter for the following:
 - a. Correct form of the letter.
 - b. Content of the letter.
 1. Good description of the animal.
 2. Good persuasion techniques.
 3. Mechanical errors in the letter.
2. Peer-editing - Each child will choose a partner.
 - a. Each student will read his/her own letter aloud to the partner.
 1. Partners may suggest changes in words, phrases, or their order.

2. Partners may suggest changes in descriptive and/or persuasive wording.
- b. Each student trades his/her letter and silently reads partner's letter for mechanical errors.
 1. Check for possible punctuation or spelling errors in the letter.
 2. Check for possible error in the form of the letter.
- c. Each student returns the letter to the author to be recopied correctly.
3. Each child will submit his/her letter to the teacher for final evaluation and mailing.

IV. Evaluation

In the third grade, each student's persuasive/descriptive piece will be displayed in a bulletin board or other suitable area. All students will read the displayed work and will indicate, by a "Yes" or "No" ballot, if they were persuaded to buy each pet. The ballots will be given back to the student so he/she can decide the degree to which the task was accomplished.

In the fourth grade, the papers selected as the most persuasive description of each animal shall be read to the class. The class will vote to select the class pet. The paper which was the most persuasive description of the selected animal shall then be read to the principal to inform him/her of the class choice. The pet will then be purchased.

In the fifth grade, each student's letter will meet the predetermined criteria of descriptive and persuasive techniques of writing. Correct business letter format will be followed. Further evaluation will be forthcoming if responses to the letters are received.

V. Followups

A. Spinoffs from the third grade activity

1. Write a persuasive letter to your parents convincing them to buy a pet.
2. Write a persuasive letter to a friend, brother or sister convincing them to buy a pet.
3. Describe a delicious food and persuade someone to eat it.
4. Describe a toy and persuade someone to play with it.
5. Describe a book and persuade someone to read it.
6. Describe a place and persuade someone to visit there (e.g., summer camp, Hawaii, Alaska, etc.). Color it like a travel brochure.
7. Choose cursive or manuscript writing and persuade someone to use it.

B. Spinoffs from the fourth grade activity

The persuasive aim and the descriptive mode is applicable to many other writing assignments. For example:

1. Write a descriptive paragraph about the student's class (or school, neighborhood, town, county, state or country) persuading others to visit this location. This same assignment could be utilized when studying various locations in social studies.
2. Write a descriptive paragraph about an animal which the student would like to own. The purpose would be to persuade the child's parents to purchase the animal.
3. Write a descriptive paragraph about any product. The purpose would be to persuade someone to purchase or not

to purchase it.

4. Write a description of a particular food persuading others to eat or not to eat that food.

C. Spinoffs from the fifth grade project might include other activities promoting the students' choices for the Texas State Animal, such as:

1. Bumper stickers
2. Posters
3. Skits
4. A story written from the point of view of the animal.
5. A letter to the editor
6. A TV talk show

Curriculum Project

Grades 6 - 8

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I. General Description

The activity described in this section will be used to develop writing skills in the persuasive aim and the classificatory mode for grades six through eight. Our focus is to familiarize students with persuasive writing through advertisement. The entire lesson consists of several activities. The first two are for the purpose of pre-writing. These are followed by the actual writing activity. A variety of audiences are used throughout the prewriting, writing, and follow-up activities.

II. Relevant Theory

Persuasive writing is generally used to change the thinking of an individual or group. Because advertisements are inherently persuasive through the classificatory mode, this mode will be used throughout the following activities.

The first pre-writing activity is designed to show the students some basic components of advertising as a persuasive form of writing. Selective language and the appeal to the emotional biases and interests of an audience are explored in the beginning lesson. This largely oral lesson will introduce fact and opinion. The second pre-writing activity, more an individual project, allows the pupils to judge whether fact, opinion, or a mixture of both is being used.

The main writing activity is persuasive in aim with classification as its primary mode. In this activity, students create an imaginary product and then classify it in order to persuade their audience of its desirability. For example, by presenting their product as a "luxury"

item, the student has classified his item and uses that classification ("luxury") as the basis for persuasion.

While concentrating on the classification of a product, students should pay attention to the group characteristics that are common to all "good," "sellable," "luxury," or "cheap" items. The specific classification system chosen will depend on the nature of a particular product (i.e., what will make it sell) and on the nature of persuasion itself. That is: a characteristic might be a classified part of a product, but it could be left out in the advertisement if it is not useful to a good piece of persuasion. Students should be especially cautioned that classification is not the same as description. Classification emphasizes group characteristics; description emphasizes the individual characteristics of an item.

Another aspect of the persuasive aim is an attempt to influence one's audience with a charisma and style calculated to reach the given group. In the post-activity, the winning presentation is used as an example of a successful piece of persuasion. The teacher then helps students to explore the nature of this author's sense of audience, and how it dictated the use of his personal charisma and persuasive style.

III. Procedures

The materials needed for this lesson are an advertisement from a magazine, pasted on a poster board, another mimeographed full page ad that uses a fair amount of writing, and a brown paper bag containing at least five of the following items--a bottle cap, two or three paper clips, a pipe cleaner, twelve inches of string, construction paper, a popsicle stick, and a straw.

In the first prewriting activity, the teacher will present a stimulus model of an advertisement. The advertisement may be put on a transparency or drawn on a poster board. The teacher will need to choose an advertisement that contains two factors of persuasion: factual information and opinion. With the purpose of discovering facts and opinions within the ad, the teacher will read the ad along with the class and then direct the students to silently analyze and decide their position on the ad (i.e., Did the ad persuade you of its value or need? Did it turn you off?). Students will write their final decision and list the words or phrases from the ad that affected them. The teacher will then ask the students to share these written decisions orally and will write the words or phrases in two random lists. Once all students have shared their ideas, the teacher will direct them to the realization that one list contains facts, and the other list contains opinions. The class will then discuss these terms in depth using the examples on the board.

The next prewriting activity also focuses on the use of fact and opinion in advertising. Each student will be given the advertisement that uses a fair amount of writing (this ad can either be real or make-believe) and then each will be asked to underline the facts in red and

opinions in blue. After everyone has finished, the class will discuss which parts of the ad they consider fact and which opinion--the teacher will put this information into a fact or opinion column on the board. The students will then be instructed either to rewrite the ad using only facts or to write a short paragraph explaining which opinions in the original ad interested them and why.

For the major writing activity, the students will divide into groups of four to six people. Each group will be given a brown paper bag containing a collection of seemingly unrelated objects (e.g., pipe cleaner, string, construction paper, etc.). They will be instructed to create a new product from these objects. The product can be a new improved version of an existing product or it can be completely imaginary. As they create the product, the group needs to discuss its nature, uses, and characteristics, and to devise an appealing name for it.

Then students will write a paragraph similar to an advertisement in which they try to persuade a mass audience to buy their imaginary product. The paragraph must include the following information: the name of the product, the class or category into which the product falls (e.g., a recreational item, a luxury item, etc.), and an explanation of its uses and characteristics.

For the editing, revising, and rewriting portions of this activity, the students will return to their original groups to share their persuasive paragraphs. The group may either polish the paragraph they like best, or they may create a whole new paragraph from bits and pieces of everyone's paragraphs. Once they are satisfied with the final paragraph, they need to prepare an advertising pitch for class presentation.

IV. Evaluation

The evaluation of this activity will be done in two ways. After each group has given its class presentation, the students will vote on the most persuasive presentation.

An evaluation by the teacher on the written portion of the presentation will stress those aspects of persuasive and classificatory discourse that were mentioned in Section II.

V. Followups

As a followup activity, the class will discuss the written portion of the winning presentation as they did in the second pre-writing activity. In addition, they will discuss the use of charisma and style in the presentation. Possible questions for group discussion are: How would you describe the style this group used? Was it funny? Serious? Factual? Why do you think they used this style? Do you think they would have used the same style if they were making the presentation for a group of school principals? For preachers? Why would they change their style for different groups? Through questioning, the teacher will guide the students to see how successful persuasion always tries to appeal to the emotional biases and interests of the intended audience.

Some spinoff activities that deal with persuasive writing are:

1. The class discusses what symbols are commonly used in advertising to indicate strength, power, wealth, success, a happy family, adventure, security, and love.

2. The teacher gives the students the following information and instructions. There has been a nationwide campaign waged for the past several years to persuade people to use seat belts. This campaign has not been an overwhelming success. Most appeals have been based on fear, but drivers evidently believe that accidents happen "to the other guy." Devise some type of persuasive appeal that will encourage the use of seat belts.

Curriculum Project

Grades 9-12

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I. General Description

The following is a model curriculum design for teaching the persuasive aim in the evaluative mode. The suggested assignment is general enough to be useful in grades 9 through 12, but the modifications in procedures, evaluation, and follow-ups tend to individualize the assignment for each grade level. The assignment includes a series of prewriting and planning activities which lead to the final writing. Basically, the students are to develop an invented product for sale, to design an advertisement for the product, and to write a letter persuading the owner of a chain of stores to purchase and market this product. The writing assignment is directed toward a mass audience, although the products designed by individual students may abridge or limit the audience.

II. Relevant Theory

In the foreword to Arthur Applebee's study of writing in the secondary schools (Applebee, 1981), Charles Cooper examines an imaginary high school writing program "certain to fail." Among the guidelines, Cooper proposes writings of only a few sentences, a complete denial of the active writing processes, and assignments in which the teacher already knows what will be said. But, significantly, Cooper also proposes, "In no classes would we ask for persuasive writing." Cooper goes on to suggest that just such a writing program exists in high schools today, that by and large students cannot write because they are not allowed to write. This curriculum design is aimed at establishing a model for designing writing programs which will not fail, either at the high school levels or at those grades which precede high school. The specific guidelines upon which this design are based are TEA guidelines number 5 and 6,

p. 28, of the English Language Arts Curriculum Framework K-12 published by the Texas Education Agency in 1980. Number 5 concerns the employment of the purposes of discourse, while number 6 concerns the use of the forms of discourse. For our design we have taken from these guidelines the specific purpose of persuasion and the specific form of evaluation.

The purposes and forms of discourse, hereafter called the aims and modes, are used by TEA as developed in the language theories of Dr. James Kinneavy (1971), and are consistent with the overall rationale printed at the beginning of this project guide. The importance of Kinneavy's theories is that they give teachers who study and teach language a basis upon which not only to identify the different aims and modes of discourse, but also a basis upon which to begin intelligently teaching writing.

In considering specifically the persuasive aim, Kinneavy, in a lecture for the Texas Hill Country Writing Project, 1982, pointed out that, due to the large amount of persuasive media assaulting us daily, there is a great need for the teaching of it. In his study (1971), he asserts that "of all the uses of language, persuasion may be the most frequent." Yet Britton, in his investigation of the development of writing abilities (1975), found that only 1.6% of the writing done in British schools was persuasive. Applebee (1981) found even less being done in American schools. Kinneavy also makes reference to the lack of persuasive writing: "It is usually disregarded in high school and especially college courses in English" (Kinneavy, 1971). Given the broad use of persuasion in the world outside the classroom, what James Moffett (1968) refers to as the "afterlife," it is evident that somewhere along the line, advertisers, politicians, and preachers, among many others, do learn the art of persuasion and are using it to great

effect on a general public which seems to know very little about it.

Since each of the aims sets its own course for what will be written, it is important to consider the nature of persuasive discourse. Persuasive writing is distinguished from the other aims of discourse by its focus on the decoder or reader (Kinneavy, 1971). This focus determines what will be written about, the medium, the words, and the grammatical patterns. The particular audience chosen to be influenced affects the details selected by the writer, who must, even at the risk of not being scientifically accurate, select details which will help him achieve his aim. In making his selection, the writer must take into account the biases and interests of his audience. Once these are dealt with, then the argument is presented in terms that align themselves favorably with the desires or prejudices of the audience, often at the expense of total truth. This final point is an important one to remember in the teaching of persuasion. The aim of persuasion dictates persuasion, not accuracy, although the untruths derive mainly from omissions rather than deliberate falsehoods.

The mode chosen for this curriculum design is the evaluative mode. "Mode" is a relatively new term and derives its definition and usage largely from Kinneavy (1971). Basically, it refers to the way in which composition relates to reality. Behind each of Kinneavy's four modes of discourse is a specific way of viewing some piece of reality. Classification, for instance, deals with the essence of things--their similarities and differences as a group--while description deals with the unique characteristics of the individual within a larger whole. It is our opinion that students have had a good deal of practice in these modes of writing, as well as in the third mode, narration, but that practice in the evaluative mode, especially as it

helps the student develop a wider critical perspective, is not stressed nearly enough. Applebee (1981) tends to agree with us.

The particular characteristics in logic, organization, and style of the evaluative mode as outlined in Kinneavy, Cope, and Campbell (1976), are as follows. First, the logic of the evaluative mode is largely deductive. What is being examined is, in most cases, the congruity between potential for a specific end and the specific end, with a certain evaluative faculty in mind. In a marketing situation such as our lesson plan set up, the evaluating faculty might be stated thusly, "That product is best which holds the widest appeal for human beings." Given this generalization (which is not strictly logical as in much evaluation, but which is useful for our persuasive purposes), the logical pattern continues with an examination of a particular product to determine how closely it fits the generalization. If it is shown to fit closely, then the conclusion follows that the product is best. Seen with any other evaluating faculty in mind, the conclusion about any given thing would change. The product judged best above might be judged worst if the evaluating faculty were to concern the price of the product. Consequently, the range (or success) of the evaluation is determined by carefully choosing and constructing the basic if-then statement. Once this statement is accepted, the reader can be manipulated into accepting the specific application or conclusion of the writer. Second, the organization of the evaluative mode depends very much on the aim of the writer and on his method or technique of evaluation, which could be narrative, descriptive, or classificatory. Kinneavy and others (1976), recommend the following organization in combining the

persuasive aim with the evaluative mode; (1) reasons for the evaluation, (2) a careful statement of the generalization, (3) good evidence in the method of evaluation, (4) the actual evaluation, and (5) the prescription or recommendation based on the conclusions. In our case, the reason could be simply the fact that something new has been developed. The generalization would be worded to include the highest number of potential buyers. The evidence showing that this product fits the generalization should be selected carefully for appropriateness. The actual conclusion would be made to seem automatic and obvious, and the prescription--Buy! Third, the style of evaluation has so many unique peculiarities as to make evaluative discourse almost a dialect (Kinneavy, et al., 1976). Since the very nature of the mode is directed toward acceptance, the writer must be very conscious of his audience, the cultural traditions surrounding his specific kind of evaluation, and the demands of his medium. As a result, the style of evaluation often includes the following: (1) a strong presence of emotive words, (2) juxtaposition of abstract and concrete terms, subjective and objective referents, and denotative and connotative meanings, (3) figures of speech, and (4) prescriptive words such as "must" and "should."

Finally, we wish to remind the reader that the activities described in the remainder of this design follow established theory as to the nature of the writing process (see Britton, 1975; Emig, 1971; Loban, 1976) which can be outlined as follows: (1) prewriting, which includes drama (Moffett, 1968), thinking, doodling (in various forms), and writing around the subject (as in a journal, for instance); (2) the first draft; (3) revised draft; (4) editing; (5) the final gradeable draft. Such a process is an organic unity and should be approached as such, with

adequate time given for each part. Also, the following lessons are to be seen as only one, specific way to satisfy the TEA guidelines, and by no means are intended as definitive and complete "units" in the teaching of the persuasive aim in the evaluative mode. What we hope to have provided is a workable model for successful curriculum design. We believe we have.

III. Procedures

A. The materials needed for this lesson are listed below.

1. An overhead projector and transparencies will enable the teacher to display the techniques of persuasion used by the students in "Gatekeeper Game." It will also be useful for follow-up discussion.
2. Magazines and newspapers of various types will be used for sources of ads to be analyzed and for student motivation.
3. Textbook New Voices I contains the short story "How Beautiful with Mud."
4. White ditto or construction paper, magic markers, scissors and glue will be used for the "dummy copy" of an advertisement.

B. Students will participate in several of the following pre-writing, planning, or motivational activities:

1. Students will play "Gatekeeper Game" in which one person is chosen to be gatekeeper and another student tries to persuade the gatekeeper that he should be admitted. Students will discuss various techniques of persuasion they have used on the gatekeeper, which ones worked and why they worked. Teacher records techniques on transparency.
2. Class will discuss two advertisements from a magazine, clarifying the audience and the method(s) of appeal. Teacher might relate appeals to those from "Gatekeeper Game."
3. Students will find 5 advertisements of different products from magazines and/or newspapers. For each ad students will write out briefly:

a) description of audience

- b) apparent purpose of the ad
- c) list of key words or phrases and how each one appeals to the reader.

C. The writing assignment.

1. Students will read the short story "How Beautiful with Mud" by Hildegard Dolson (New Voices I) and discuss times they have been "suckered" by an ad, what false advertising is, and how such advertising makes one feel when he or she is persuaded by it.
2. After the class has been divided into groups of 5 or 6 students, each group will "invent" a product for a particular audience. The group will turn in to the teacher a description of the product and audience, reasons for its being desirable and/or necessary to audience, and a list of audience values to which the ad for the product might appeal.
3. Students will plan and produce the following two products which will be evaluated:
 - a) In their "invent a product" group, students will work together to design a full page magazine advertisement for the product and they will make a colorful "dummy page" of the ad to submit to the class.
 - b) Each student will write a letter to the owner of a chain of stores that might market the group's product, convincing the owner of the saleability of the item and his or her advantages in marketing it.

D. Students will participate in several follow-up activities to promote editing, revising, and rewriting.

1. Students within "invention" groups will trade letters for peer editing. This evaluation will be followed by revising.

2. Students of two groups will exchange ads and letters. Each student will respond to another students letter by role-playing the chain store owner and writing a letter reacting honestly to the persuasive methods used by the letter writer. After exchanging letters and replies, each student will edit and/or rewrite his letter.
3. The teacher may find a brief lesson on correct business letter form is necessary for part or all of the class.
4. Students will produce a final rewriting of the letters in such form as would be sent to a store owner. Such letters, along with the rough drafts and the hypothetical replies by students, will be submitted to the teacher accompanied by the letters of other students in the group and the ad copy. The teacher will evaluate both the group assignment as well as the individual assignment and perhaps publish some of the material.

IV. Evaluation

The project--here based upon relevant theory of the persuasive aim and the evaluative mode--shapes the evaluative instrument(s). For the teacher's final evaluation, students submit the following items:

(1) Persuasive letter: an individual effort, addressed to a chain-store owner in an effort to convince him/her to market an invented product (to be accompanied by the submission of other papers as outlined above in III). (2) Full-page magazine advertisement for the product: a group effort.

Evaluation of the student's adherence to the persuasive aim involves the following questions about the persuasive letter:

Does it use an appropriate generalization?

Does it address the product's saleability?

Does it consider the interests of the owner, such as easy management of, or profit from the product?

Does it value the owner as the best marketer of the product?

Does it have a convincing tone?

Evaluation of the student's use of the evaluative mode involves the following questions about the letter:

Does it imply or project through its style faith in, confidence in, or enthusiasm for the product?

Does it state a clear generalization with which to compare and enhance the product?

Does the evidence relating the product to the generalization lead naturally and effectively to the buying prescription?

Does it take into account the biases and interests of the chain store owner?

Does it take into account the biases and interests of the potential buyers?

In Evaluating Writing, authors Cooper and Odell "recommend teachers develop a separate scale for each of the major types of writing." (1977, p. 7) An analytic scale, for example, could be used for this assignment. Any or all of the evaluative questions above could be incorporated and answered by point values: 1 (poor), 2 (weak), 3 (average), 4 (good), and 5 (excellent). In addition, relative point values could be given to the most important questions. In short, one could make up a 100-point system based on any of the scales presented in Kirby and Liner's book Inside Out (1981, pp. 183-202).

Evaluation of the full-page magazine ad may be performed by use of the same questions as used in the evaluation of the letter, but with the questions placed on a dichotomous scale instead. On it "a series of statements (or questions)...can be answered yes or no" (Cooper and Odell, 1977, p. 8). For example, the first question on the score sheet might be, "Does the ad address the product's value or use?" The teacher would simply check the column for yes or no. Since the ad is a group effort, the teacher might decide that a certain percentage of yes-answers (e.g., 80%) warrants full credit. Whether the ad counts 30, 40, or 50% of the overall project, everyone in the specific evaluated group would receive the same points.

Such evaluative instruments--the analytic scale for the individual letter and the dichotomous scale for the group-produced ad--make for quick assessment and seem particularly suited to a project, as this, which requires several checks and peer-editing steps before the final teacher's evaluation.

V. Followups

A. Spinoffs

1. Grades 9 and 10--The class will be exposed primarily to an acting-out performed by teacher-drawn talents (from the drama club, the class, or outside resources known to the teacher). The format can be that of a game show or isolated vignettes. These socially-oriented dramatic scenes will deal with "Five Easy Ways to Get What You Want" and will serve to stimulate later class discussion. (We need to mention here that we have not included a script. The teacher is encouraged to indulge his/her creative talents tailored to individual class needs in the brief script-writing required. If time or self-confidence fails, seek out the drama instructor).

The vignettes will specifically center around techniques we encounter or use in everyday living:

- a) suffering (example: playing "martyr")
- b) blame (ex.: "It's not my fault!")
- c) anger (ex.: stomping foot)
- d) sex appeal (ex.: cologne or toothpaste commercials)
- e) helplessness (ex.: "Could you help me for just a minute?").

These need be posted or written on the board in order of production for student referral.

Following the role-playing, students can be given a questionnaire employing the recommended items below:

- a) Do these techniques work?
- b) Are these techniques used in trying to manipulate others?
- c) Do we see these techniques used by family members?

Friends? Ourselves?

- d) Where do we learn these techniques?
- e) At what age(s) do we learn them?
- f) What are the different ways we have observed them being used?
- g) Is it good or bad to use these methods?

The stimuli on the questionnaire may be tailored to the portrayals the students have just viewed.

Finally, open the class to discussion or place students in discussion groups to exchange their ideas and answers to the questionnaire.

2. Grades 11 and 12 - Assignment 1--Students will discuss a current situation that particularly concerns them at school. They will then obtain information about the situation through interviews and research, adopt a solution they feel appropriate, and write an editorial presenting the facts of the situation, a solution, and reasons why their solution is best.

Assignment 2--After reading The Crucible, the student will write a persuasive essay, resolving that: Abigail is (or is not) the person most responsible for evil in the play.

Assignment 3--After reading The Scarlet Letter (or, viewing the four hour film), persuade the reader of your essay that Hester Prynne and the Reverend Arthur Dimmesdale would (or, would not) have found true happiness had they escaped to Europe.

B. Grade Level Considerations

Piagetian theory indicates stages in cognitive development. Applied to high school students, there is a measurable leap in cognition around the ages of 16 or 17. Freshmen and sophomores

would, therefore, be encountering classroom learning experiences prior to this arbitrary cognitive leap. Our practical experience supports that theory.

Younger secondary students would benefit from the use of role-playing and discussion activities which concretize the abstractions of persuasive techniques. Students could then perceive concepts in the acting-out, thus allowing them to assimilate these concepts vicariously within their own experiential framework. Actual participation follows in the pre-writing activity of class discussion. As a result, the student has begun to invest himself before the actual writing begins.

In the advanced grades of high school, the student will be primarily concerned with the use of literary sources and actual experiences from which to draw his/her writing assignments. These bases for writing are necessary first in preparing the student for the demands of further education, and secondly, in developing a critical perspective in the student.

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